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GRADED ENGLISH

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سال اوّل دبیرستان

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REVIEW PRACTICE

To the teacher:

Have your students do these exercises before you begin Lesson One.

Choose the correct answer. Only one answer is correct.

John: Mr Jackson..1.. the children to the zoo yesterday. When they got there they. . 2 . . a bell, and when they were inside they saw a man in the lion house.

Mary: Why . . 3 . . ?

John: He . . 4 . . the lions their food.

Mary: How much . . 5 . . ?

John: The children didn't . . 6 . . Did you know that . . 7 . . two restaurants in the zoo? So people . . 8 . . go out if ..9 .. eat something.

Mary: What time . . 10 . . the restaurants?

John: Oh, the children . . 11 . . remember times. They . . 12 . . times aren't important.

1 A was taking
B did take
C took
D has taken

2 A heard
B were hearing
C listened
D were listening

3 A was he here
B has he been there
C has he been here
D was he there

4 A was just giving
B has just given
C gave just
D had given just

5 A he gave to them
B did he give them
C gave he to them
D did he to them give

6 A tell it me
B say me
C tell me
D say it to me

7 A are there
B are they
C they are
D there are

8 A mustn't to
B mustn't
C don't need to
D don't need

9 A they want to | B they want
C he wants to | D he wants

10 A do open | B do they open
C are open | D are opening

11 A can't | B may not
C aren't able | D couldn't to

12 A say to me what | B say me which
C tell me what | D tell me that

A. *Use the correct words in the parentheses:*

1. Please give . ... your book. (I, me, my).
2. My father and ..... went shopping yesterday. (I, me, us)
3. This is not my book. It is ..... (you, your, yours).
4. I sent ..... book to her. (she, her, hers)
5. Where are your books? ..... are there. (It, They, There)
6. They don't have a teacher. They teach ..... (they, them, themselves)
7. She cut ..... very badly. (her, himself, herself)
8. What did you do to .....?(you, your, yourself)
9. Her husband hurt ..... (herself, himself, hers)
10. The mother took the child with ..... (her, him, his)

B. *Write the correct form of the adjectives in the blanks.*

1. The girl is ..... than her sister. (quiet)
2. Ali is the ..... boy in his class. (clever)
3. This book is ..... than that one. (new)
4. I am as ..... my brother. (tall)
5. This is the ..... room that I have ever seen. (large)
6. My mother prepares ..... food. (delicious)
7. I have seen many ..... movies. (exciting)
8. My school is as ..... yours. (good)
9. Reza is ..... boy that I have ever talked with. (happy)
10. This is one of ..... comics that I have ever seen. (good)

C. *Use the correct form of the verbs given.*

1. They ..... now. (to pray)
2. ..... your pen, please. (to take out)
3. Javad ..... on the farm, but Reza didn't. (to stay)
4. Sara ..... to school at 8 o'clock every day. (to go)
5. If I become a doctor, I ..... my people. (to help)
6. The farmer ..... very hard since the beginning of the year. (to work)
7. They ..... already ..... the factory. (to leave)
8. The teacher ..... us study hard last year. (to make)
9. Let me ..... you clean the house. (to help)
10. Our janitor ..... in our school for ten years. (to work)

D. *Change into questions.*

1. These questions are easy.
2. You may come tomorrow.
3. My brother studies mathematics.
4. Their family went to Imam Reza's Shrine last summer.
5. They ate some apples last night.
6. The students were learning to write English.
7. The train stopped at one station.
8. We sold our house last week.
9. I have read the newspaper.
10. The school had a good janitor.

E. *Change into negative.*

1. He can read and write Arabic.
2. They are afraid of dogs.
3. Amir has watered the flowers.
4. The enemy attacked our country.
5. They will travel to Mashad.
6. The shepherd takes care of his sheep.
7. I understood the lesson.
8. Farhad has some money.

9. There is some milk in the bottle.
10. You said something.

F. *Make questions with the words in parentheses.*

1. The doctor's office is on this street. (Where)
2. The nurse's dress is white. (What color)
3. Mr. Amin's children are young. (Whose)
4. His aunt is washing the dishes. (What ..... doing)
5. Ahmad wants to become a farmer. (Who)
6. Farmers milk cows every morning. (When)
7. He is reading the Koran now. (What)
8. I found his bicycle this morning. (Whose)
9. There are twenty five students in the class (How many)
10. She comes to school to study English. (Why)

G. *Complete these sentences with suitable possessive pronouns.*

1. You've got your ticket and I've got.....
2. She's wearing my scarf and I'm wearing......
3. I'm reading my letter and he's reading......
4. They're cleaning their car and we're cleaning......
5. I've got my book. Have you got.....?

H. *Complete these sentences with "them", "him", "it", or "us".*

1. Here's my book. Put...... on the table.
2. Is that Mary? There are two letters for......
3. Nader is going to the cinema and Ali is going with.........
4. My parents are in Paris. This telegram is from.....
5. We are cleaning the car and he is helping.....

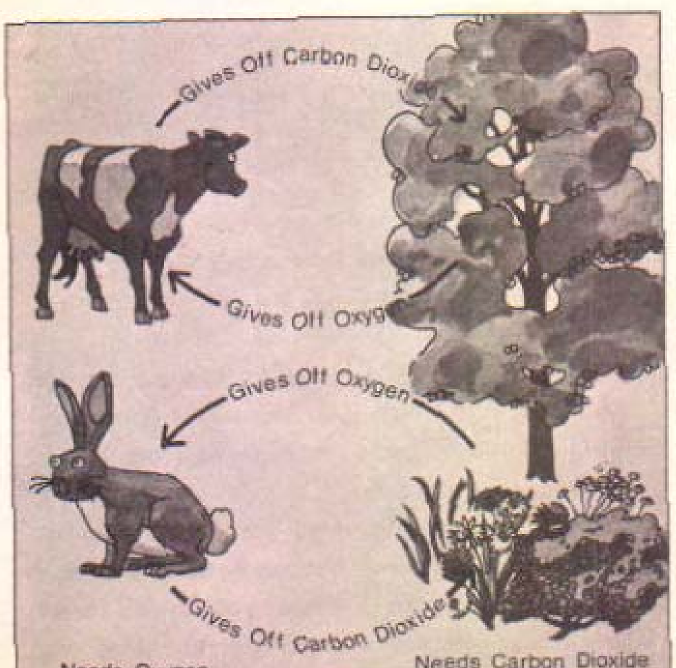
WHAT KEEPS YOU ALIVE?

Most of the time, you don't even think about air. But you **breathe** several times every minute, even when you are sitting **still**. When you are running, you breathe faster. You use a lot of air!

What is air? Why is it so important for you? Air is a **mixture.** Have you ever **stirred** sugar into your tea? That is a mixture. One important part of the air mixture is oxygen. Another part of the air mixture is carbon dioxide.

All living things need oxygen. Your body needs oxygen too. That is why you can only hold your **breath** for a little while. When you breathe in, you take oxygen from the air. But you put carbon dioxide into the air when you breathe out.

You may have noticed a problem. All living things breathe in oxygen and breathe out carbon dioxide. Why isn't the oxygen all used up? Green plants breathe in oxygen, just like every other living thing. But they do something else too.



THE AIR CYCLE

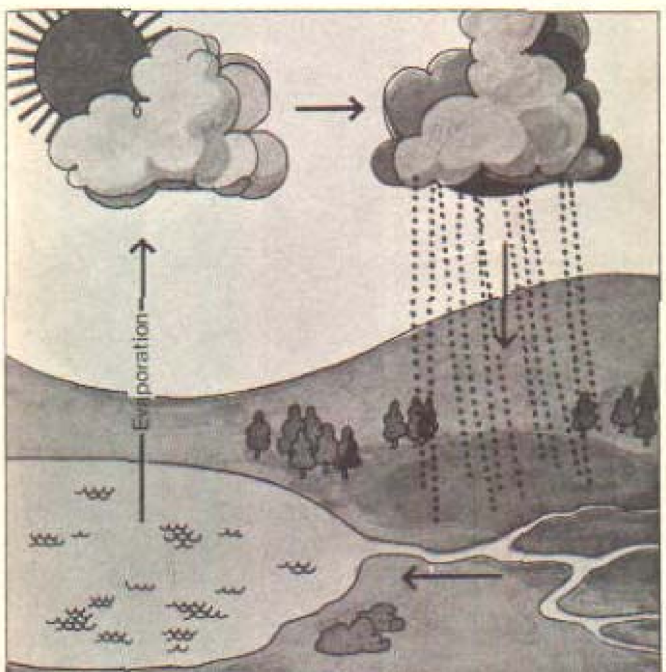
During the day, green plants use carbon dioxide to make their food. And they put oxygen back into the air. All the oxygen you breathe comes from green plants.

You saw that plants and animals use the same air over and over again. Each one puts in what the other needs. Otherwise, the air would be used up.

Water is another part of the **life-support system**[1]. How often do you drink water every day? Milk and fruit juice have water in them. Fruits and vegetables have water in them, too. So you drink a lot more water than you thought you did. In fact, you need water more often than you need food. You use water in many ways besides drinking it.

Why isn't water all used up?

Water **evaporates** from **rivers** and **oceans**. The evaporated water makes **clouds** in the sky. Rain falls from the clouds into rivers and oceans again. So water is used over and over again.



THE WATER CYCLE

---

1. all the things that are needed to keep people alive.

I'm in the air.
I'm on the ground.
There's hardly anywhere.
I can't be found.

When I'm cold,
I'm hard and clear.
If I get too hot,
I disappear!

You call me clouds
When I'm wet and gray.
When I'm soft and white,
It's a snowy day.

From the world map
You can clearly see,
Most of the Earth
Is covered by me!

What Am I?

(Extracted from Windows On Our World, 1976)

Exercises:

1. *Answere these questions:*

1. Why is air so important for us?
2. What do green plants use during the day?
3. Where does all the oxygen come from?
4. What does the evaporated water make in the sky?
5. Why isn't the oxygen all used up?

2. *Put the verbs in brackets into the present perfect or the simple past tense.*

1. I . . . . . . (to read) his books when I was at school. I . . . . . (to enjoy) them very much.
2. I can't go out because I . . . . . . (not to finish) my work.

3. My brother ...... (to write) the letter but he can't find a stamp.
4. Here are your shoes; I....... just....... (to clean) them.
5. ...... you...... (to see) the moon last night?
6. The class...... just...... (to begin). You are a little late.
7. Where...... you...... (to find) your watch? I...... (to find) it in the garden.
8. He ...... (to leave) the house at 8.00.
9. I...... (not to know) that you...... (to be) here.
   ...... you (to be) here long?
   Yes, I...... (to be) here two months.
10. Where ...... Babak ...... (to be)? He ...... (to be) to the dentist. .... the dentist...... (to take) out his bad tooth? Yes, he...... (to do). ... it...... (to hurt)? Oh, yes, it did.

3. *Put the verbs in brackets into the simple present or the present continuous tense.*

1. You can't see your father now; he...... (to have) a bath.
2. My brother usually...... (to drink) tea, but today he ...... (to drink) coffee.
3. What...... she...... (to do) in the evening? She usually...... (to play) or...... (to watch) TV.
4. I can't answer the phone now because I ...... (to clean) the sitting room.
5. Who ...... (to cry)? It is Amir. He...... (to be) hungry.

4. *Vocabulary Practice.*

Use one of the following words in each of the blanks.

breathe - still - oxygen - mixture - breath

1. No one can hold his...... for one hour.
2. Oxygen is another part of the air....... .
3. When you...... out you put carbon dioxide into the air.
4. You can't stand...... for a long time.
5. All living things need....... .

LESSON TWO

dialog

Ali : Iraj, what do most of your friends do after graduating from high school?

Iraj : Some go to the university. Most of the others find themselves a job somewhere.

Ali : What courses can you take at the university?

Iraj : Those who go to the university study to become doctors, teachers, engineers, lawyers **and so on**.

TELEVISION AND RADIO

Ahmad : What is on television tonight?

Maryam : They are showing a very exciting film called "Travel in Africa" at 7 o'clock. It is about the **adventures** of an **explorer** there. You like this kind of film, don't you?

Ahmad : Yes, I do very much. But you don't like **such** films, do you?

Maryam: Well, I **prefer** a story which is about the lives of men and women. I don't like films about **fighting** between men or **killing** animals.



a television

Ali : I like something **amusing** best, something that makes me laugh. But you remember the film they showed last week, don't you? It was about animal life in different parts of **Asia**. You and Mina said it was **wonderful**, didn't you?

Mina : Yes, it was wonderful, because we learned something about **nature** from it. Such films **teach** us something and we always remember them. But we very soon forget the stories in which men fight and kill, don't we?



Ali : Yes, we do, but they are **exciting** and we mustn't **believe** everything we see.

Ahmad : There is one program on TV that we all like, and that is about science. **As** we are students, we find such films help us to know more about **scientific** subjects. Don't you think so, Maryam?

Maryam: Yes, such subjects are always interesting. Sometimes they are more exciting than the most exciting films. I myself prefer them to adventure stories. Sometimes when there is no scientific program on TV, I listen to such programs on the radio.

Ahmad: Well, it is 7 o'clock now, and almost time for the film to begin. I am going to see it. Are any of you coming?

GRAMMAR AND PRACTICE

Look at the following examples of question tags :

1. You <u>know</u> how to type, <u>don't</u> you?
2. He <u>wants</u> to shut the door, <u>doesn't</u> he?
3. You <u>don't know</u> how to type, <u>do</u> you?
4. My friend <u>came</u> to your house, <u>didn't</u> he?
5. He <u>didn't come</u> to your house, <u>did</u> he?

NOTES:

1. Question tags are questions attached to the end of a statement in order to draw attention to it or to give it added force.
2. Use negative question tags after positive statements.
3. Use positive question tags after negative statements.

ORAL PRACTICE

Exercise A. *Add correct question tags to the following statements:*

Example: You eat very quickly, ...?
You eat very quickly, don't you?

1. This man talks too much, ...?
2. You live on this street, ...?
3. He broke the window, ...?
4. These boys ran very fast, ...?
5. She can speak English, ...?
6. Some boys don't like to wash, ...?
7. He didn't play in the match last week, ...?
8. She doesn't want to listen to the radio, ...?
9. You don't want to choose a book to read, ...?
10. I won't hurt you, ...?

■ **B.** *Write the correct form of the verbs in parentheses:*

1. She has .... three letters this morning. (to write)
2. The boys have .... all the fruit. (to eat)
3. You have .... the glass. (to break)
4. We have .... no time to finish it. (to have)
5. The shopkeeper has .... all the meat. (to sell)
6. You haven't .... anything for me. (to do)
7. Have you .... the newspaper this morning? (to read)
8. She has .... her picture to a friend. (to give)

■ **C.** *Fill in the blanks with one of these words:*

choose prefer amusing duty suppose
scientific salary

1. We study many .... subjects at school.
2. I don't like to go to a movie. I .... to stay home tonight.
3. His ..... at the office is to write and answer letters.
4. They went to the library to .... some good books to read.
5. The story that I am reading is very ....
6. I .... you have never seen him before.
7. What is his .... after twenty years of work at the office?

■ **D.** *Read the lesson very carefully. Then check (✓) the correct answer:*

1. Ahmad likes ....
   - ☐ a. adventure stories.
   - ☐ b. scientific stories.
   - ☐ c. something amusing.
2. .... never forgets stories about animal life.
   - ☐ a. Mina
   - ☐ b. Ali
   - ☐ c. Ahmad
3. Maryam prefers..........
   - ☐ a. stories in which men fight and kill.
   - ☐ b. adventure stories to scientific subjects.
   - ☐ c. scientific subjects to adventure stories.
4. Ahmad thinks music programs on the radio are ......
   - ☐ a. always wonderful.
   - ☐ b. sometimes very good.
   - ☐ c. never the best.
5. Maryam doesn't like.........
   - ☐ a. television
   - ☐ b. noisy music
   - ☐ c. scientific subjects



A THANK-YOU LETTER

The village children in Hossein Abad had a very good teacher. They loved him very much. Two weeks ago he went back home. When he wanted to leave the village, he gave the children some pieces of advice. He advised them to study hard and not to waste their time. He also told them to help their parents.

When the teacher went home, he wrote a letter to the children to thank them for their **kindness**. He wrote the letter on Friday, the second of Tir.



Here is his letter :

Heading {

35 Amir Street
Shemiran
Tehran
Tir 2, 1365

Greeting { Dear friends,

Body {

Thank you very much for all your kindness and for your nice good-bye party. I enjoyed being in your village for two years. You are very kind and clever.

We learned a lot from each other. When I came to your village, I had **few** friends and I was lonely. After only one week with you I made **a few** friends and I was happy. Now you are all my friends and I feel very happy.

Two years ago, you had very **little** rain in your village and you did not have enough water. You all worked hard and with your help we made two **wells**. Soon we had **a little** water and now, you have enough for your village.

I am sure you will have a very beautiful village after a few years because you all work so hard.

Closing { **Sincerely** yours,

Signature { Ali Ahmady

GRAMMAR AND PRACTICE

Look at the following examples of

few, a few, little and a little :

1. I had few friends and I was sad about it.
2. I had a few friends and I was happy.
3. You had very little rain in your village.
4. Soon we had a little water........

NOTES:

1. Use "few" and "a few" before countable nouns.
2. Use "little" and "a little" before uncountable nouns.

Exercise A. *Rewrite the following sentences choosing the correct form in the parentheses:*

Examples :
1. There is (a little – a few) water in the glass.
   There is a little water in the glass.
2. He has (a little – a few) books.
   He has a few books.

1. They have very (few - little) rain in the summer.
2. We need (a few - a little) trees for the garden.
3. There is (a few - a little) sugar in the cup.
4. Give me (a few - a little) butter, please.
5. There are (few - little) fish in the pool.

■ **B.** *Make new sentences as in the examples:*

Example 1: I don't have many friends.
Then you have few friends.
Iraj doesn't have much money.
Then he has little money.

1. Mr. Javan doesn't have many ducks on his farm.
2. We don't have much time to eat lunch.
3. The boys didn't have many things to say.
4. The girls didn't have much homework to do.
5. Maryam doesn't have many words to learn.

Example 2: How many friends do you have?

I have only a few friends.
How much rain was there last summer?
There was only a little rain last summer.

1. How many chickens does he have on his farm?
2. How much water is there in the bottle?
3. How many books does Ali have?
4. How much money did you have?
5. How much water was there in the well?

■ **C.** *Write the following sentences using the opposites of the underlined words:*

Example: I have a lot of money.
I have a little money.

1. The officer was very strong.
2. Winter is the coldest season of the year.
3. The figures on this watch are very big.
4. He has read many books about domestic animals.
5. The pool is empty.
6. He speaks very slowly.
7. He is the first student to finish the homework.
8. Is the post office near?
9. Her grandmother looks very healthy.
10. Did you come to the hospital early?
11. The old merchant has everything.
12. They began their work at half-past eight.

■ **D.** *Choose the correct answer:*

1. Mr. Ahmady has ...... books, hasn't he?
   a - a little b - few c - a few d - little
2. The question was so difficult that ..... students answered.
   a - few b - a few c - little d - a little
3. There is ...... butter in the refrigerator, you can have some.
   a - few b - a little c - little d - a few
4. I am sorry I have....time.
   a - a little b - few c - a few d - little
5. They had only.....rain at that time.
   a - a few b - a little c - few d - little

THE MIDAS TOUCH

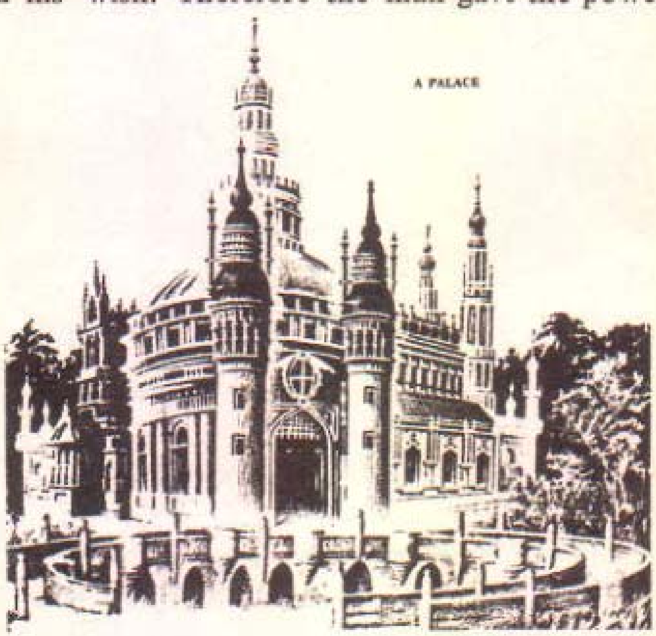
There are some stories that mothers have told their children for **thousands** of years. One of these is the story of King Midas.

One day the king's men found a man **wandering about** and brought him to the **palace**. The king liked him and asked him to be his guest.

The man stayed in the palace. After two weeks, he **wished** to leave. As the king was very kind, the man **offered** him a wish.

"What is the best thing I can wish for?" Midas asked himself. He thought for some time and said, "I like **comfort**, and **gold** brings comfort. **Therefore, I'd like**[1] to have the **power** to change things into gold. I'd like to have a **golden touch**."

"Don't you think this power might be very dangerous?" The man asked. But Midas was too **excited** to think **wisely** and **insisted on** his wish. Therefore the man gave the power to him.



A PALACE

[1] *I'd like = I would like.*

At first everything was all right. If he touched a chair, it changed into gold. If he touched cloth, **furniture** or dishes, they changed into gold. Everything he touched changed into gold and he was very happy.

In his **happiness** he took an apple to eat; but it also **changed** into gold. This worried the king. How would he be able to eat? He went into the garden.

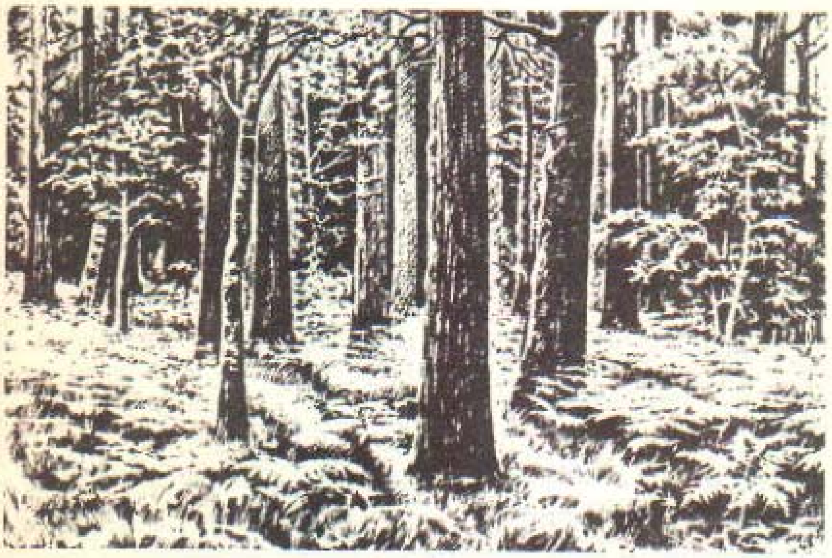
A STATUE



His daughter ran up to him, and he **held out** his **hand to her.** But as soon as his hand touched her, she became a golden **statue**.

Midas was **terrified**. He wanted **to get rid of** his power as quickly as possible. He tried and tried for many days, but he could not get rid of it. He became more and more unhappy. Then he heard a **voice** say, "Go to the river and wash yourself!" Midas did so, and the river washed the power away.

After that Midas **hated** gold. He left the palace and



A FOREST

went into the **forest**. He lived a simple life and soon became very happy again. He understood that gold may bring comfort, but it does not bring happiness.

I. COMPREHENSION

■ I.A. Silent Reading

Read the text quickly and silently. Then read the following questions. Put a check mark (✓) in front of the correct part (a, b or c) of each sentence.

1. The man who was wandering about stayed in the palace.......
   - ☐ a. less than a week.
   - ☐ b. more than a week.
   - ☐ c. about one month.
2. The man offered the king a wish ....
   - ☐ a. on the first day (that) he came to the palace.
   - ☐ b. on the day (that) he wished to leave the palace.
   - ☐ c. after he left the palace.
3. King Midas was very excited and he ....
   - ☐ a. thought wisely.
   - ☐ b. could not think wisely.
   - ☐ c. wished for a good thing.
4. Midas was terrified by his golden touch because ....
   - ☐ a. everything in his palace was gold.
   - ☐ b. his apple changed into gold.
   - ☐ c. his daughter became a golden statue
5. Midas ....
   - ☐ a. heard a happy voice in the forest.
   - ☐ b. washed himself in the river.
   - ☐ c. did not get rid of the dangerous power.

II. GRAMMAR AND PRACTICE

Look at the following sentences with "too", "very" and "enough".

Midas was excited. He couldn't think wisely.
Midas was too excited to think wisely.

Mr. Brown is old. He is 95 years old.
Mr. Brown is very old.

Arash is old. He joins the army.

Arash is old enough to join the army.

NOTES:

1. "too" has a negative meaning. It shows an excessive quantity or degree.
2. "very" shows a large quantity or degree, without a negative meaning.
3. " Enough " shows sufficiency and comes after adjectives.

Exercise II.A. *Combine the following sentences with the words given.*

1. The weather is cold. It is snowing. (very)
2. It's hot today. You can't wear a coat. (too)
3. The boy is angry. He can't say anything. (too)
4. This building is high. It is 100 meters. (very)
5. It is cold. We can't go on a picnic. (too)
6. Jack is tall. He can be a pilot. (enough)
7. The driver is old. He can't drive well. (too)
8. My cousin is young. He can join the Baseej. (enough)
9. Jack was tired. He couldn't sleep. (too)
10. He is old. He can go to school. (enough)

■ **II. B.** *Choose the correct answer:*

1. Our class is large...... for us.
   a - too   b - very   c - enough
2. Yesterday the weather was.... cold to go out.
   a - enough   b - too   c - very
3. He is old..... to join the Jehad.
   a - enough   b - very   c - too
4. They are..... tired.
   a - very   b - enough   c - too
5. That man is..... tall.
   a - enough   b - too   c - very

■ II.C. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.

happiness - voice - statue - wardrobe - offered - got rid of - wandered about - terrified - should

1. What did King Midas do about his golden touch?
   He .... it.
2. What did King Midas learn?
   He learned that gold brings some things, but not.............
3. What did your friend do?
   He .... me a wish.
4. Which .... do you like best?
   I like the one in Ferdowsi Square best.
5. What did you buy this morning?
   Nothing. I only .... the stores and looked at things.
6. Did you say something.?
   No! That wasn't my ....
7. What did you do when you saw the lion?
   I was too .... to do anything.
8. What's the best way to learn English?
   You .... speak a little English every day.
9. Where did you put your new dress?
   I put it in the ....

THE BASEEJ

The Baseej began in Iran after the **Islamic Revolution**. Many young people **join** the Baseej because it is a kind of life they love. It not only **educates** boys and girls, but also prepares them for good and useful lives. Young people who join the Baseej believe that they should learn to work together and help their people. Now, they help not only the people in villages, but also the people living in refugee camps.

Some of the **adult** members either help in the war or work with the younger members. In the summer they take many young people to special camps. There, they learn to take care of themselves and use **weapons** to defend their **own** country. They not only train their **senses** of **sight** and **hearing**, but also learn to be **alert** and to think and act quickly.





When somebody joins the Baseej he must **obey** many **laws.** These laws teach him to be **pure** in body, **mind,** and **deed.** The Baseej **members** should always be ready to **solve** many kinds of **problems. For example,** they **ought** to help people who are hurt. Their **motto** is "Help the **Oppressed.**"

GRAMMAR AND PRACTICE

Look at the following examples of Connectives:

They help people. They learn to live together.
They not only help people, but also learn to live together.
They help the people in villages. They help the people living in refugee camps.
They help not only the people in villages, but also the people living in refugee camps.
He should go to the village. He should help in the war.
He should either go to the village or help in the war.

It does not snow in the summer. It does not rain in the summer.

It neither snows nor rains in the summer.

> NOTE: "not only ... but also", "either ... or", and "neither ... nor" are connectives, and join sentences.
> They always come directly before the words they apply to.

Exercise A. *Combine the sentences as in the examples:*

Example 1. He is kind. He is helpful.
He is not only kind, but also helpful.

1. He has a good sense of sight. He has a good sense of hearing.
2. They learn the Baseej laws. They obey them.
3. He learned to take care of himself. He learned to use weapons.
4. The Baseej educates young people. The Baseej trains them.
5. The Baseej members are clean in body. The Baseej members are clean in mind.

Example 2. The child should rest. The child should play.
The child should either rest or play.

1. They washed their dishes. They washed their clothes.
2. They will work in the city. They will work in the village.
3. They talk about the Baseej. They tell stories.

Example 3. The child shouldn't rest. The child shouldn't play.
The child should neither rest nor play.

1. We didn't go fishing. We didn't go swimming.

2. He didn't study French. He didn't study Germany.
3. They aren't thirsty. They aren't hungry.

■ **B.** *Correct the following sentences by moving the first correlative conjunction directly before the structure that it coordinates.*

Example: Reza neither was at home nor in class.

1. Ahmad neither is tall nor short.
2. Either you should join us or leave.
3. Those trees must either be watered or they will die.
4. My dog either ran away or someone stole it.
5. Farhad neither liked the main course nor the dessert.

■ **C. Vocabulary Practice**

Use one of the following words or phrases in each of the blanks.

ought - laws - prepares - alert - be prepared - senses - solve

1. Why do boys and girls like the Baseej?
   It teaches them to .... for many kinds of problems.
2. How do the Baseej members take care of themselves?
   They learn to cook their own meals and to be ....
3. What are seeing and hearing?
   They are our main ....
4. What should every person be?
   Every person .... to be clean in body, mind and deed.
5. What should people do with their problems?
   They should .... them.
6. What must people obey?
   They must obey the ....
7. What does the Baseej do to young boys and girls?
   It .... them for useful lives.

* * * * * *

HONEY BEES

Bees are interesting **insects.** They are always busy. They always work together. They keep their **nest** very clean. Good people die for their country. Bees do the same thing. They die for their nest.

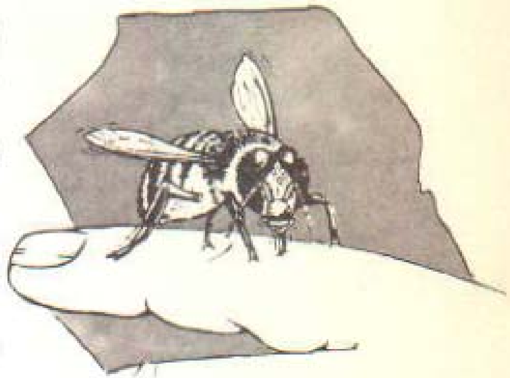
Do you know how they die ?

When a bee **stings** someone, it cannot pull itself away easily.

It goes on **pulling** until it breaks its sting.

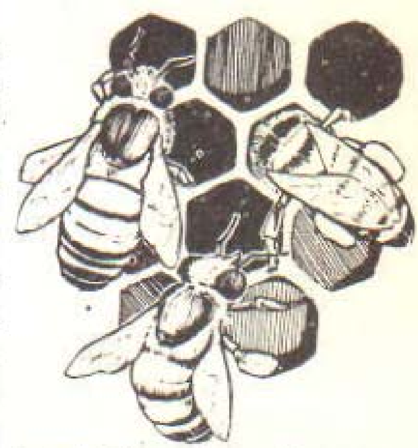
When it loses its sting, it dies. That is how the bee dies. But it is never sorry.

As a matter of fact, it dies quite happily.



We all like honey because it is good food. It **contains** many vitamins and minerals. Read the Sura of Bees and see what Allah says about honey. The **wax** is also useful in making **candles, crayons** and other things.

When bees fly from flower to flower, they help both man and the flowers. But why do they do that? Do they do that only to help both man and the flowers? The answer is No. There is another **reason** why they fly from flower to flower. Bees gather **nectar** and **pollen** from flowers. Nectar is a sweet **liquid.** Pollen is a **fine** powder. It is usually yellow in color. It **fertilizes** the flowers. When bees fly from flower to flower, they help fertilize these flowers.



As you know, the mother honeybee **lays**[1] eggs. People often

1. lay/lei/vi,vt (pt,pp laid)

call her the "Queen".

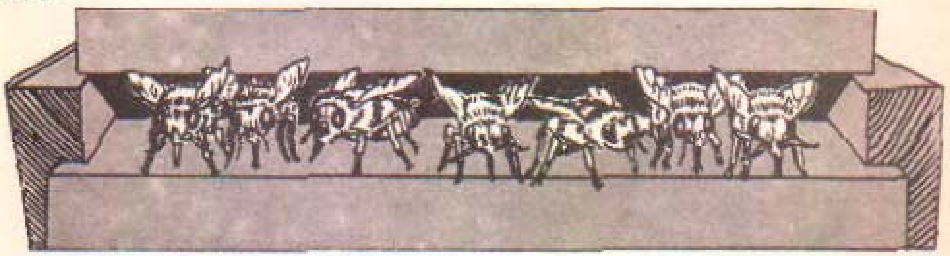
Laying eggs is her only job. She may lay eggs up to (2000) two thousand eggs a day.

In a single season she lays up to (200,000) two hundred thousand eggs.

This is very hard work. This is why the workers like her very much and look after her very well.

There is a job for every member of the group,and each member does her job well.

There are no lazy or **selfish** workers. When they work, they sing.



Work will be **light**,
When hands are together
Life will be **bright**,
When hearts are together.
We work,we sing,
From morn[1] till night,
From **trouble** we're free,
And our days are bright.

All workers are female bees,but they lay no eggs. They look like the "Queen", but they are not so big. They are smaller than their mother. She is bigger than they.

Several workers always stand at the **entrance** to the nest. They watch over the entrance. These workers are stronger than the others. They can fight hard. They let only members of the group go in and out. They let no other insects **approach** the entrance. They attack animals and people as well. They are afraid of nothing. **Brave** people die for their country. These brave bees are always ready to die for their nest.

---

1. morn=morning

GRAMMAR AND PRACTICE

Notice the use of the reflexive pronouns:

Compare the following sentences.

1. *John* (S) sees *Mary* (O) in the mirror.
2. *John* (S) sees *himself* (O) in the mirror.

Comment: Reflexive pronouns, such as *himself, herself, myself,* . . . are used when the subject and object of a sentence are the same person or thing.

Compare these:

1. John bought *a book* (D.O.) for *himself* (I.O.).
2. John bought *himself* (I.O.) *a book* (D.O.).
3. John bought *a book* (D.O.) *himself* (EMPHASIS).

Comments:

1. In the example three, *John* is emphasized: John - not someone else - bought a book.
2. Self pronouns are also used immediately following the noun phrases they emphasize. This usage is more common in writing than in speech.
   Ali *himself* bought a car.

Exercises 1. *Complete these sentences with* **myself** *and* **yourself.**

1. Get . . . . . . a chair.
2. I've just bought . . . . . . a hat.
3. Don't you ever ask . . . . . . why you do things?
4. I keep telling . . . . . . it can't be true.
5. Bring . . . . . . a cup.

2. *Rewrite the statements, omitting the prepositions for and to and making the necessary changes in word order.*

1. Ahmad made a sandwich for himself.
2. Mina found a chair for herself.
3. Mr and Mrs Lari are going to build a house for themselves.
4. Reza sent a package to himself.

3. *Add a self pronoun to each statement for emphasis.*

1. John is going to make dinner.
2. Mary wrote the letter.
3. Reza made a sandwich.
4. They are going to build a house.

4. *Put these sentences into negative.*

Example: The bee is both interesting and useful.
The bee is neither interesting nor useful.

1. Ali is both thin and tall.
2. Ahmad is both clever and friendly.
3. Arash is both fat and short.
4. Babak is both brave and strong.
5. The dog is both hungry and thirsty.

5. ***Complete the following sentences using these words:***

lazy-lays-sting-approach-moon-crayons-powder-light-selfish-gather

1. The bee dies when it loses its ......
2. We use ..... when we draw.
3. Bees fly from flower to flower to ..... nectar and pollen.
4. Pollen is a fine......
5. I think this boy is ...... because he helps no one.
6. We......the tree quietly to watch the little birds in the nest.
7. I am never.......because I always work hard.
8. When something is not heavy, it is.......
9. Do you know how many eggs the Queen .... a day?
10. The sun gives us light by day and the .... gives us light at night.

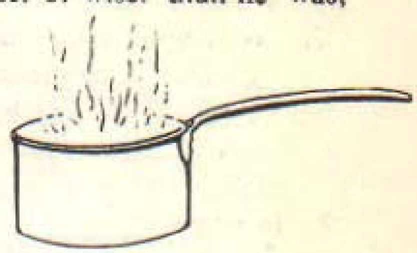
TEST ONE

■ Reading Comprehension

Read the following text very carefully.

One of the greatest Englishmen who ever lived was Isaac Newton. Few men of that time were greater or wiser than he was, but he often forgot small things.

One morning Newton got up very early because he was working on a very difficult problem. He did not leave the problem to go to breakfast.



WATER BOILING IN A PAN

But his servant thought Newton needed food. Therefore, she went to his room with a pan of water and an egg.

She wanted to boil the egg and stay with Newton until he ate it. But he did not want to see anybody and said, "You can leave the egg with me. I'll boil it."

The servant put the egg on the table near Newton's watch and said, "You must boil it for five minutes. Then it will be ready to eat."

The servant left the room, but she was afraid that Newton might forget to eat the egg. She returned about an hour later and found Newton standing by the fire. The watch was boiling in the pan and Newton was standing near it with the egg in his hand!

A. Complete the following sentences with the best phrase (a, b or c).

1. Newton forgot small things because ....
   - ☐ a. he was not interested in breakfast.
   - ☐ b. he worked on difficult problems.
   - ☐ c. few men were greater or wiser than he.
2. He got up early because ....
   - ☐ a. he wanted to forget the problem.
   - ☐ b. he had a hard problem to solve.
   - ☐ c. he wanted to have breakfast.
3. The servant went into his room because ....
   - ☐ a. Newton called her.

☐ b. she wanted to eat breakfast.
☐ c. she thought Newton was hungry.

4. Newton boiled the watch because ....
   ☐ a. he wanted to eat something.
   ☐ b. the servant did not go out of the room.
   ☐ c. he was thinking about the problem.
5. The servant thought that ....
   ☐ a. Newton might not eat the egg.
   ☐ b. Newton might remember to look at his watch.
   ☐ c. Newton might boil the egg too long.

■ Structure I.

A. Change the following sentences into negative.

1. The **Baseej** laws are difficult to learn.
2. Our pleasant letter should surprise them.
3. We have made friends with many of the members.
4. Your office has a very wise treasurer.
5. Will you let him join **Baseej** ?

B. Answer the following questions.

1. Where have you been? I......
2. Did the dentist take out your bad tooth? Yes,......
3. Did it hurt? Yes,......
4. Where did you find your pen? I......
5. Have you been here before? Yes, ...

C. Make questions for these answers.

1. No, I didn't buy that book.
2. Reza is the tallest student in my class.
3. It isn't mine. It's yours.
4. I can't read the letter because I don't have glasses.
5. I want to be a pilot.

■ Structure II.

Only one answer is correct in each exercise.
Choose the correct answer.

1. Nader is going to the cinema and Ali is going with ......

- ☐ a. her
- ☐ b. she
- ☐ c. him
- ☐ d. he

2. She's wearing my scarf and I'm wearing ......

- ☐ a. mine
- ☐ b. hers
- ☐ c. my
- ☐ d. her

3. I'm looking ...... a boy.

- ☐ a. at
- ☐ b. on
- ☐ c. from
- ☐ d. in

4. They had only ...... rain at that time.

- ☐ a. little
- ☐ b. few
- ☐ c. a little
- ☐ d. a few

5. ...... those trees must be watered or they'll die.

- ☐ a. Either
- ☐ b. Neither
- ☐ c. So
- ☐ d. Both

6. Neither my dog ran away ...... someone stole it.

- ☐ a. or
- ☐ b. but also
- ☐ c. nor
- ☐ d. and

7. My brother bought a book ......

- ☐ a. herself
- ☐ b. myself
- ☐ c. yourself
- ☐ d. himself

8. Get ...... a chair.

- ☐ a. himself
- ☐ b. themselves

☐ c. yourself
☐ d. myself

9. Mina got ...... a pencil.
☐ a. herself
☐ b. himself
☐ c. myself
☐ d. ourselves

10. They've ...... the work. They did it this morning.
☐ a. do
☐ b. done
☐ c. began
☐ d. begin

11. I've ...... him a present. I gave him a book.
☐ a. given
☐ b. lent
☐ c. sold
☐ d. bought

12. How long is this bridge?
It is two miles.......
☐ a. long
☐ b. longer
☐ c. longest
☐ d. the long

13. Who is he?
He is .... famous writer in the world.
☐ a. the most
☐ b. more
☐ c. the more
☐ d. most

14. How long has he been here?
He's been here .... two years.
☐ a. since
☐ b. for
☐ c. before
☐ d. from

15. Has he surprised you?
No, he ....
☐ a. doesn't

☐ b. didn't
☐ c. won't
☐ d. hasn't

16. You like scientific books, ...?
    Yes, I do.
    ☐ a. do you
    ☐ b. did you
    ☐ c. don't you
    ☐ d. didn't you

17. They haven't had any experience, ...?
    No, they haven't.
    ☐ a. have they
    ☐ b. had they
    ☐ c. haven't they
    ☐ d. hadn't they

18. There's no sign of him anywhere, ...?
    No, there isn't.
    ☐ a. was there
    ☐ b. is there
    ☐ c. isn't there
    ☐ d. wasn't there

19. She was working .... a very difficult problem.
    ☐ a. at
    ☐ b. by
    ☐ c. on
    ☐ d. in

20. Leave the bag .... me.
    ☐ a. by
    ☐ b. with
    ☐ c. besides
    ☐ d. next

WORD STUDY 1

Re - arrange the letters to find the correct spelling of the given words. Then use them in the sentences below.

thta	ylbiarr
olochs	htese
drenif	hawt

1. That's not a .... It's a ....
2. This my ...., John.
3. .... is that?
4. .... is our car.
5. And ..... are office buildings.

WORD STUDY 2

Fill in the blanks below.

1. The pencil is on the D _ △ _ .
2. Bees gather _ _ △ _ _ R from flowers.
3. The T _ _ _ △ _ _ is in the classroom.
4. The B _ △ _ is on the shelf.
5. The balls are in the _ △ X .
6. There's an eraser on this _ _ N _ _ △ .

Now use these letters △ to find the hidden word.

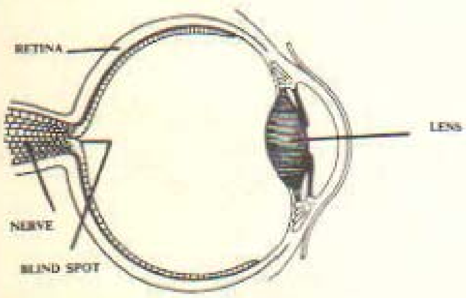
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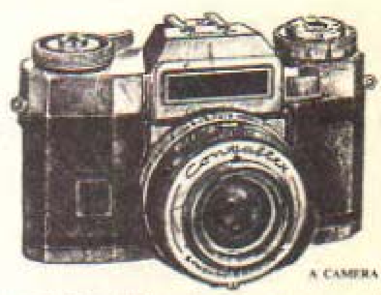
EYES

Vision is one of our most **important** senses and the eye is one of the most interesting parts of our body. It is like a small **camera**.

Let's look at a camera. **Light** passes into the camera **through** a **lens**. Then it falls on a film at the **back** of the camera and makes a picture.

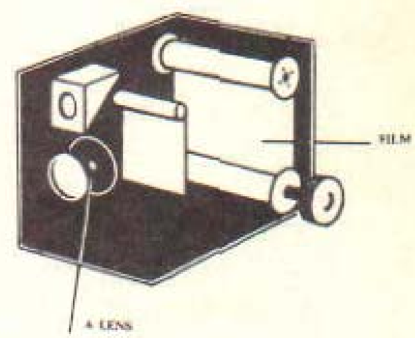
An eye is very **similar to** a camera. Again light passes into the eye through a lens. The **image** that the eye carries falls on





the back of the eye. We call this the **retina**. Then a **nerve** at the back of the eye carries the light image from the retina to the **brain** and we are able to see.





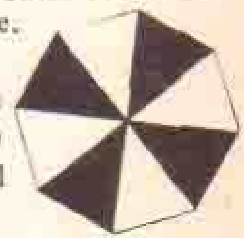
As much as ninety **percent** (90%) of what we know depends on our vision.

There are some surprising things about vision. For example, did you know that you had a **blind spot** in each of your eyes?

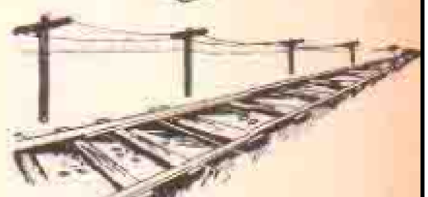


When an image falls on this spot, you can't see it. Try this **experiment**. **Hold** this book about 50 centimeters away from your eyes and look at the **above diagram**. Now close your right eye. Look at the letter "A" with your left eye. You can see both the "A" and the round black spot.

Next bring the book near your eyes. **Continue** to look at the "A". When the book is about 25 centimeters from your eyes, the black spot will **disappear**. Why? Because the image of the black spot has just fallen on the blind spot in your eye.



Our eyes also seem **to play tricks on** us. Look at this diagram of two **crosses** (one black and one white). You see one cross, don't you? Continue to look at the crosses. After a while one cross will disappear and the other will take its place.



A RAILROAD

Have you ever noticed that the lines of a **railroad** always seem to meet at a **point** far away? But that's impossible, isn't it? Everyone knows that railroad lines are **parallel** and never meet.

GRAMMAR AND PRACTICE

Look at the following sentences:

As you <u>continue to look</u>, one cross will disappear.
They <u>seem to meet</u> at a point.
You <u>can see</u> both of them.
They <u>might meet</u> at a point.

NOTES:

1. Use an infinitive with TO after verbs such as

"continue"[1], "seem", "decide", "try", "want", etc.
2. Use the simple form of a verb after modals; for example, "may", "can", etc.
3. Use the simple form of a verb after verbs such as "let", "make", "see", "help" etc.

Exercise A. *Choose the correct form (a, b, c, or d) in the following:*

1. I have decided........French.
   a – to learn b–learn c–learning d–learnt
2. May I..........home now?
   a – to leave b–leave c–left d–leaving
3. He can..........English well.
   a–speak b–to speak c–speaking d–spoke
4. My father wants..........a small camera for me.
   a–to buy b–buying c–bought d–buy
5. Instead of..........to the park, we went home.
   a–to go b–went c–going d–go
6. My father let me..........some new shoes.
   a–buying b–to buy c–bought d–buy
7. I saw him..........to school.
   a–walked b–have walked c–walk d–to walk
8. The teacher made me..........this course.
   a–to choose b–chose c–choosing d–choose
9. I helped him..........his books.
   a–find b–finds c–found d–finding
10. They tried..........it.
    a–to understand b–understanding c–understood d–understand

B. *Complete these sentences by supplying the correct form of the verb in Parentheses.*

1. I heard someone...... (to laugh) very loudly.
2. Did you make him...... (to write) a letter to his mother?

[1] *Note to the teacher: "Continue" is also followed by the ING form of verbs; eg. "continue looking".*

3. Did you tell the boy......(to do) his homework?
4. She saw the man......(to arrive) at school yesterday.
5. The teacher asked me......(to draw) a picture.
6. I watched him......(to eat up) all the cake .
7. The policeman saw the man......(to run away).
8. Have you ever seen her...... (to draw) a picture?
9. Don't let him......(to play) in the classroom.
10. Do you wish me......(to leave) now?

C. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.

brain - film - lens - nerve - disappeared - percent - retina - similar - play tricks on - parallel

1. Where did the letter go? It ...., didn't it?
   It fell on the blind spot in your eye.
2. Ahmad, please take my picture, too.
   I can't. I don't have any more .... in my camera.
3. Why is vision so important?
   Because we learn ninety .... of what we know through the eyes.
4. Do railroad lines ever meet?
   No, they don't. They are ....
5. Where does the nerve carry the light image?
   It carries it from the retina to the.........
6. What does the image that the eye carries fall on?
   It falls on the ....
7. What is an eye like?
   It's .... to a camera.
8. What do our eyes sometimes do?
   They.............. us.
9. What does light pass into a camera through?
   It passes through a ....
10. What carries the light image from the retina to the brain?
    A .... carries it to the brain.

* * * * * *

LESSON EIGHT

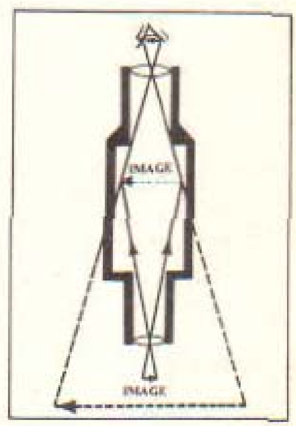
AN ALERT OBSERVATION

The year was 1928. The man was Alexander Fleming. The place was a laboratory[1] in England.

Fleming was a British scientist whose **special interest** was **bacteria**[2]. These are small living **plants** that do not have **chlorophyl**. Fleming was studying them **in order to** understand how they live. He also wanted to know why some bacteria were **harmful** and others were useful. In 1922, he **discovered** that some **substances** killed bacteria.

As Fleming was a **medical** doctor, he **was** very **interested in** *helping* sick people. He knew that bacteria, or **germs** as most people called them, were everywhere although nobody could see them **without** a **microscope**.







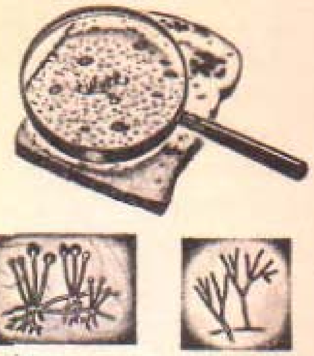


Fleming's exciting discovery **happened** while he was studying dishes of bacteria. One day Fleming left his laboratory without **covering** a dish of bacteria. He was busy for several days. When

1 *laboratory = lab*

2 *Bacteria is plural of the Greek word "bacterium"*

he **returned** to his lab, he found that some **mold**[1] was **growing** in the dish of bacteria. He looked at it and **observed** that the bacteria around the mold seemed to be dead. This **led** him to think that something in the mold might be killing them. He studied the mold and became more and more interested in the **results**. He decided to continue to study the mold and not to continue his other studies.



MOLD ON BREAD

Several years later two other men, Dr. Florey and Dr. Chain, continued Fleming's study. They experimented with the substance that Fleming found and discovered that it could **save** lives.[2] And this changed medical history.

Thus it happened that a scientist in a small laboratory in England became famous around the world. His **knowledge** plus his alert observation led to the discovery of one of our most important medicines, **penicillin**.

I. GRAMMAR AND PRACTICE

Look at the Frequency Adverbs in the following sentences:

You have sometimes seen a mold similar to this.
We may never experiment with those substances.
She can often work with that microscope.
He was always studying scientific books.

NOTES:

1. Adverbs such as "sometimes", "often", "never", etc. are called Frequency Adverbs.
2. Frequency Adverbs come before main verbs, after modals and after the verb BE.

---

[1] *mold = mould* [2]. *lives [laIvz] plural of life*

Exercise A.

Make new sentences with the given words and re-write them.

1. The girls have often helped us.
   usually
   never
   generally
   sometimes
   always
2. She helps us with the housework.
   always
   sometimes
   often
   never
   usually
3. He is busy.
   always
   usually
   never
   often
   generally
   sometimes
4. She can help us with the housework.
   never
   usually
   sometimes
   often

Exercise B. *Make the following sentences negative as in the example.*

Example: We preferred to study geography.
We preferred not to study geography.

1. Ali insisted on staying in a hospital.
2. My brother agreed to travel this summer.
3. My friend's brother wanted to spend all his money.
4. He got used to seeing the old man.
5. He wished to receive a lot of money.
6. They decided to study chemistry.
7. They planned to travel to Sirjan.

C. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.

harmful - discovery - special interest - a plant - saved - experimenting with - bacteria - without - chlorophyl

1. What was Fleming's important .... about mold?
   He found that mold had killed bacteria.
2. What is mold?
   It's ....
3. How did Fleming discover penicillin?
   When he was .... dishes of bacteria, he discovered it.
4. Why was Fleming interested in germs?
   He was trying to find out why some substances are .... to people.
5. Can we see bacteria .... a microscope?
   No, we can't.
6. What was Fleming's special interest?
   I think it was ....
7. Whose ....was bacteria?
   You already know that it was Fleming's.
8. Can you tell us something about bacteria?
   I know they are living plants without.............. .
9. What has penicillin done since it was discovered?
   It has ....the lives of many sick people.

A GREAT IRANIAN SCIENTIST

Let me tell you the story of an Iranian boy who studied very hard and became a famous scientist. Try to guess who he was.

When he was only ten years old, his knowledge of science and literature surprised his teachers. His math[1] teacher was a **grocer**. That might surprise you. At that time science was a **hobby** for many people in Iran. They earned their living in other ways.

Some years later, this boy became interested in **philosophy**. In a short time, he studied all the books about the subject and became a philosopher. When he had a problem on his mind, he did not sleep until very late at night. He continued thinking about the problem until he solved it.

Have you guessed his name yet? If you haven't, I'll tell you about another important part of his life. When he was sixteen years old, he decided to study medicine. Very soon he became a **great** doctor. Here is a story about one of his **patients**.

An Iranian prince was **suffering** from a strange **illness**. He thought he was a cow and he wanted someone to kill him. He **refused** to eat and became weaker and weaker. Many doctors came to see him, but **none** of them could **cure** him.

The king was very sad about his son. One day he **heard of** a young doctor who cured **serious** illnesses. He told his men to bring the doctor to him. This was how the great doctor came to the palace.

The doctor listened very **carefully** as the king explained the prince's **unknown** illness. Then he dressed himself as a **butcher** and went into the yard. He was **sharpening** a long knife when the servants led the "cow" to him. He asked them to tie the "cow's" feet while he continued sharpening the knife. Then he took the "cow's" neck and was ready to cut it. But he **stopped** and said, "**Why**, this cow is much too **bony** for me to sell. Let it graze for some time. When it gets fat enough, I'll come and kill it."

---

[1] *math = maths, mathematics*



After that, the prince did not refuse food **any more** and ate everything his servants brought him. In this way the great doctor was able to give him the food and medicine he needed. In a month the doctor cured the prince of his illness.

I'm sure now you know that this doctor was Avicenna, the great Iranian scientist, philosopher and **mathematician**.

I. GRAMMAR AND PRACTICE

Look at the following sentences:

a. He told his men to bring a doctor to him.
b. He told his men to bring him a doctor.

a. They gave food and medicine to him.
b. They gave him food and medicine.

NOTE:
Use HIM, etc. before direct object and TO HIM, etc. after direct object to give more emphasis to the person.

Exercise A. *Change the following sentences like the examples:*

Examples: (I) Send some money to him.
Send him some money.

(II) Give us the problems.
Give the problems to us.

(I)

1. My friend sent a letter to me last week.
2. She brought the camera to them.
3. Mary's brother is going to give a watch to her.
4. Our grandmother told an interesting story to us.
5. She bought a pair of trousers for him.

(II)

1. He wrote me a letter.
2. I offered her some tea.
3. He will sell them his house.
4. They showed us their new camera.
5. I will give you some money.

■ **II.** *Look at the comparative form of Adverbs and Adjectives:*

Avicenna listened very carefully. (*Adv.*)

He listened more carefully than before. (*Adv.*)

He is very careful. (*Adj.*)

He is more careful than before. (*Adj.*)

He runs fast. (*Adv.*)

He runs faster than before. (*Adv.*)

He is happy. (*Adj.*)

He is happier than before. (*Adj.*)

NOTE: The comparative form of an adverb is made in the same way as the comparative form of an adjective.

Exercise B. *Change the following sentences with the words and re-write them.*

1. They worked more quietly than their friends.
   - carefully
   - slowly
   - seriously
   - quickly
   - noisily
2. He is more active than his brother.
   - careful
   - famous
   - useful
   - alert
   - helpful
3. You have done further than before.
   - little
   - much
   - well
   - bad
4. The plane is faster than the car.
   - good
   - large
   - noisy
   - safe

■ C. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.

sharpen - cure - getting fat - serious - grocer - time - heard of - unknown - refused - success

1. "Where does your mother buy her vegetables?"
   "She gets them from the .... on the corner."
2. "What are you going to do with your broken pencil?"
   "I'll .... it and continue writing."
3. I cannot do any more of these problems.
   Do you mean you don't have enough .... to finish them?
4. Your daughter is ...., isn't she?
   Yes, she is always eating more bread that she should.

5. How do people solve .... problems?
They study them very carefully and then think about them for several days.
6. Could the doctor ....her?
Yes, she did what the doctor said and got well.
7. Did he eat his meal at last?
No, he .... to eat anything.
8. Have you heard of Mr. Rod, our physics teacher?
No, I haven't. He is.............to me.
9. What did his hard work bring him?
His hard work brought him great.............
10. Have you.............Razi, the famous Iranian physician?
No, I haven't. But I'm interested.

D

Complete the following sentences:

Examples: The train runs fast. It is a fast train
He is a very good writer. He writes very well.

1. The student works............. He is a hard working student.
2. The boy works............. He is a good worker.
3. My friend plays well. He is a............. player.
4. He works.............He is a fast worker.
5. He is very slow. He works............. .
6. This car runs fast. It is a.............car.
7. That short boy is a quick runner. He runs............. .
8. Some students study very seriously. They are............. students.
9. My mother is a .... cook. She cooks more carefully than anybody else in my family.
10. She drew a beautiful picture last night. She drew it more .... than before.

IMAM ALI

(Peace Be Upon Him)

Imam Ali was one of the greatest heroes of Islam. He was a cousin of the Holy Prophet (P. B. U. H.)[1] and belonged to the **noble** family of Hashimites. His father, Abu Talib, was the head of the family. When Imam Ali was only five years old the Holy Prophet took him under his care. Therefore, Imam Ali had the good **chance** to come under **the** Holy Prophet's **influence** from an early age. When Hazrat Muhammad (P.B.U.H.) started preaching the new **faith**, he gave the message of God to Imam Ali, too, and he accepted it at once. Thus he was the first man who accepted Islam.

Imam Ali was not only the Holy Prophet's cousin, but also his son-in-law. He was the father of Hazrat Imam Hasan and Hazrat Imam Hossein, the two great **martyrs** of Islam.

He ate simple food and wore **coarse** dress. His wife and children also led a simple life like him. He gave to the poor and the **needy** whatever he had. He had a way of life that won people's hearts.

Imam Ali was a great **scholar**. He had lived with the Holy Prophet for a great part of his life. Therefore, his understanding of the Holy Koran was deep and whenever there was a difficult question, he would find the answer. His sayings are full of **wisdom** and have a rare beauty of thought and language.

His enemies wanted to take his life. One of them found the **opportunity** to **strike** at him one morning when he was in prayers. Two days later, on the 21 st of the holy month of Ramazan[2], he passed away.

---

1. P. B. U. H=Peace Be Upon Him 2. *Ramadan*

Answer these questions:

1. Who was Abu Talib?
2. What good chance did Imam Ali have?
3. How did he live?
4. Did he find answers to difficult questions or not?
5. When did he pass away?

GRAMMAR AND PRACTICE

Notice the use of ***WOULD*** *and* ***USED TO:***

> ***WOULD*** and ***USED TO*** are both used to talk about past habits.
>
> When we were children we ***used to/would*** go swimming every summer.
>
> ***USED TO*** appears as a past form in contrast to the present to express what we habitually did, but don't do now. But ***WOULD*** is used as a past form without any contrast with the present.
>
> ***WOULD*** is generally used with a time phrase (every-day, etc) in the past.
>
> Whenever there was a difficult question, he ***would*** find the answer. (without any contrast)
>
> He ***used to*** drink coffee, now he drinks tea.
>
> When I was at school, I ***used to*** study every night. (now I go out and have a good time)

Exercise A. *Rewrite these sentences with "would" or "used to"* only *if the meaning is the same:*

1. Now Larry often writes short stories.
2. Years ago I swam almost every day.
3. Mr Ahmady very often works late.
4. When he was young, he often helped the poor.
5. He ate simple food and wore coarse dress.
6. When I was at school, I studied every night.
7. A well-known person lives in this house.

8. Now Ali often comes to school by bus.
9. He gave to the poor and the needy whatever he had.
10. They wait for us on the corner.

■ **B.** *Combine the sentences as in the example:*

Example: Imam Ali was the Holy Prophet's cousin.
Imam Ali was his son -in- law.
Imam Ali was not only the *Holy Prophet's cousin*, but also his son-in-law.

1. We will go by bus. We will go by train. (either....or)
2. He helped the poor. He helped his parents. (not only ..... but also)
3. You must work harder. You must go into another class. (either ....or)
4. The old man could not read. The old man could not write. (neither....nor)
5. She didn't care for gold. She didn't care for silver. (neither ....nor)

■ **C.** *Choose the correct words.*

1. Has the baby(drinks, drank, drunk) its milk yet?
2. Farid (goes, went, gone) to the cinema twice last week.
3. I went to London after (learn, learned, learning) some English.
4. He (does, did, will) not come to school yesterday.
5. She has already (talk, talks, talked) to me.

Vocabulary practice.

Complete the following sentences using these words.

needy - won - Prophet - head - faith - also - coarse - deep - opportunity - wisdom

1. Imam Ali's father, Abu Talib, was the......of the family.
2. Hazrat Muhammad(P.B.U.H.) started preaching the new....
3. Imam Ali was not only the Holy Prophet's cousin, but ... his son-in-law.
4. He ate simple food and wore....dress.
5. He gave to the poor and the....whatever he had.

6. He had a way of life that....people's hearts.
7. He had lived with the Holy....for a great part of his life.
8. His understanding of the Holy Quran was very.....
9. His sayings are full of ..... and have a rare beauty of thought and language.
10. One of his enemies found the.... to strike at him when he was in prayers.

THE STRANGE PORTRAIT

An old man in a small Japanese village is telling this story to his **grandson**.

Once there was a village on the other side of the mountains. **Strange to say**, no one in the village had heard of a mirror. **In fact**,. no one knew what he looked like.

Now it happened that a young farmer found a small mirror on a road. He had never seen such a thing before. When he looked at it, he saw a round face with dark eyes.

"Why, it's my father! What is his **portrait** doing here?" he said. He **wrapped** the mirror up in his **handkerchief** and put it in his pocket. When he **got** home, he did not say anything about it to his young wife. He **hid** the portrait carefully in a **vase**.

He was very excited for days. He thought of the **precious** portrait all the time. He often left his work early and went home to look at it.



A PORTRAIT OF A GIRL



A HANDKERCHIEF



A VASE

His wife could not understand why her husband came home so often. Soon she began to **wonder** why he went into the room

alone and closed the door. Then, one day she **entered** the room **suddenly** and saw him holding the vase. The minute he went away, she went back into the room. She took the mirror out of the vase and looked at it.

What was it she saw? It was the portrait of a beautiful woman that she had never seen before. She became very angry. She felt that her husband had not been true to her. She was so unhappy that she did not even prepare a meal for him.

When he came home, he found his wife unhappy and angry.

"Why isn't dinner ready? **What's wrong**?"

"What's wrong? I'll tell you what's wrong," the woman said angrily. She **held up** the mirror and said, "Do you see this? You keep this portrait of a woman *and* you ask me what's wrong! Now I know who you love. Here, take it."



"What do you mean?" The man said in surprise. "This is a picture of my **poor** dead father."

"What? Are you telling me that I can't **distinguish** a woman's face from a man's?"

At this time a **priest** was passing by the house. He heard the angry voices and came in.

— "My children, **what's the matter**?" he asked.

— "My wife is **mad**."

— "*My husband is keeping the portrait of another woman.*"

— "Show me the portrait," the priest said.

The priest took the mirror and looked at it. Then he said, "Don't **quarrel**, my children! **Be at peace** with each other. You are both wrong. This is the picture of a priest. I'm sure you want to give it to the **temple**."

And with these words the priest walked away with the mirror.

I. COMPREHENSION

I.A. Silent Reading

Read the text quickly and silently. Then read the following questions. Put a check mark (✓) in front of the correct part (a, b or c) of each sentence.

1. The farmer thought the mirror was a portrait of his dead father because ....
   - ☐ a. he had not seen such a thing before.
   - ☐ b. it was the picture of a round face.
   - ☐ c. it was his own portrait.
2. He wrapped the mirror up in his handkerchief because ....
   - ☐ a. it was his own portrait.
   - ☐ b. it was dear to him.
   - ☐ c. he wanted to put it into his pocket.
3. He hid the mirror in a vase because ....
   - ☐ a. he didn't want anybody to see it.
   - ☐ b. he was very excited.
   - ☐ c. he wanted to look at it.
4. His wife was angry because ....
   - ☐ a. her husband showed her the portrait.
   - ☐ b. she found the picture of a woman in the vase.
   - ☐ c. she saw her husband holding the vase.
5. The priest took the mirror away because ....
   - ☐ a. he liked pictures of beautiful women.
   - ☐ b. he was interested in pictures of farmers.
   - ☐ c. he thought it was the picture of a priest.

II. GRAMMAR AND PRACTICE

Look at the following sentences in Past Perfect:

He found something that he <u>had never seen</u> before.
They <u>had not heard</u> of a mirror before.
He <u>had wrapped</u> it up before we saw him.

NOTE: Use the past perfect form to express one action in the past that took place before a second action.

Exercise II.A. *Change as in the example:*

Example: She got home at five. (before the guests arrived)
She had got home before the guests arrived.

1. Mary bought the vase. (before we saw her)
2. The woman cooked dinner. (before her husband arrived)
3. The guests began to eat. (before I got home)
4. They stopped quarreling. (before their father entered)
5. She felt unhappy. (before she saw the priest)
6. The patient died. (before the medicine arrived)

Exercise II.B. *Make new sentences as in the example:*

Example: They hid the vase.
They had hidden it before.

1. We heard the noise.
2. He sharpened the knife.
3. She wrapped the microscope.
4. We depended on our friends.
5. I surprised my friends.
6. They bought the cake.
7. You met Mr. Afshar.
8. He went swimming with the Baseej members.
9. They insisted on seeing the philosopher.
10. He offered to explain his wish.

■ II.C. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.

What was wrong - himself - vase - hidden - precious - feel - grandson are similar to - handkerchief - portrait

1. Where have you .... your money?
   I put it under our grandson's portrait.
2. ...., Minoo? Why were you angry?
   I was angry because my brother and sister were quarreling.
3. Are you all right, grandfather.
   I was, but now I .... sick.
4. What did you do with your precious .... ?

I gave it to my sister as a present.

5. These inventions .... those.
   Yes, but there are also important differences.
6. What did the young farmer see in the small mirror?
   He saw .... in it.
7. Who is the old man telling the story to?
   He is telling it to his ....
8. What did the young farmer find on the road?
   He found, as he thought, his own father's ....
9. What did he wrap the portrait in?
   He wrapped it in a ....
10. What did he think the portrait was.
    He thought it was ....

TEST TWO

■ Reading Comprehension

Read the following story very carefully.

Mr. Green could not hear anything, but he did not like people to know this. One evening he had invited several friends to dinner. While they were sitting at the table, one of his friends told a story that made everyone laugh. Mr. Green, who was laughing as loudly as anyone else, said: "That was a very good joke, but I know a better one. Would you like to hear it?" Then he began his story. When he finished the story everyone laughed louder than before. Mr. Green smiled happily thinking that he had told a good story. What he didn't know was that he had just repeated the very same story that his friend had told.

Now read the following entences and choose the correct answer:

1. What didn't Mr. Green like people to know?
   a- He didn't like them to know this.
   b- He didn't like them to know that he couldn't hear anything.
   c- He didn't like them to know what the dinner was.
2. What happened while they were sitting at the table?

a- They laughed at the dinner.
b- They laughed at each other.
c- They laughed at a story.

3. What did Mr. Green ask his friends to do?
   a- He asked them to finish laughing.
   b- He asked them to listen to a better story.
   c- He asked them to laugh louder than before.
4. Why did Mr. Green's friends laugh louder this time?
   a- Because he repeated the same story.
   b- Because he didn't hear the story the first time.
   c- Both a and b.

Exercises

A. *Complete these sentences with "Why, What, Where, Who, When:"*

1. ...... has Babak done to the bee?
2. ...... haven't they called the doctor?
3. ...... have they taken Mahmud?
4. ...... will they come back?
5. ...... hasn't run away?

B. *Complete each part of A with one from B:*

A	B
1. If it rains	a. she'll pass.
2. If you sell it	b. they'll tell you.
3. If you pay one bill	c. I'll help you.
4. If he answers my question	d. you'll catch the bus.
5. If she studies	e. we won't be able to play.
6. If you help me	f. I'll answer his.
7. If they know	g. it'll break.
8. If she asks	h. I'll buy it.
9. If you run	i. I'll tell her.
10. If you drop that	j. I'll pay the other.

C. Vocabulary

Check the correct part (a, b, c, or d)

1. What happened to the soldier?
He .... in the dark.
- ☐ a. decided
- ☐ b. disappeared
- ☐ c. joined
- ☐ d. spent

2. Why can't I see the spot?
The light image has fallen on the .... in your eye.
- ☐ a. retina
- ☐ b. germ
- ☐ c. blind spot
- ☐ d. chlorophyl

3. What was Susan so unhappy about?
She was .... her brother.
- ☐ a. playing tricks on
- ☐ b. *worrying about*
- ☐ c. excited about
- ☐ d. talking about

4. Who .... penicillin?
Alexander Fleming did.
- ☐ a. invented
- ☐ b. equipped
- ☐ c. cured
- ☐ d. discovered

5. Why were the grocer and the butcher .... ?
Because they hated each other.
- ☐ a. leading
- ☐ b. wondering
- ☐ c. quarreling
- ☐ d. wandering about

6. Why are you .... your homework now?
In order to watch TV.
- ☐ a. *doing*
- ☐ b. buying
- ☐ c. speaking
- ☐ d. wrapping

7. What was wrong with the prince?
He .... from a serious illness.

☐ a. was entering
☐ b. was curing
☐ c. was suffering
☐ d. was hiding

8. What did the little boy do?
He .... the police.
☐ a. named
☐ b. spoke
☐ c. sold
☐ d. telephoned

9. Which people die for their country?
.....people do.
☐ a. Good
☐ b. Lazy
☐ c. Selfish
☐ d. Bad

10. How was the experiment?
It was so . . . . . . that everyone understood it.
☐ a. hard
☐ b. precious
☐ c. easy
☐ d. lucky

11. Don't these .... lines meet each other?
Of course not.
☐ a. crossed
☐ b. club
☐ c. parallel
☐ d. percent

12. When does a bee die?
When it......its sting, it will die.
☐ a. lost
☐ b. loses
☐ c. hurt
☐ d. hurts

13. What did he want to do?
He wanted to..........some money.
☐ a. plan
☐ b. graduate

☐ c. solve
☐ d. spend

14. What is penicillin?
    It's ....
    ☐ a. an invention
    ☐ b. an experiment
    ☐ c. a substance
    ☐ d. an equipment
15. What do you remember about the man?
    I remember his ....
    ☐ a. noise
    ☐ b. sound
    ☐ c. sense
    ☐ d. voice

Structure

Check the correct part (a, b or c).

1. What do they plan to do next week?
   They plan .... an English class.
   ☐ a. to have
   ☐ b. to have not
   ☐ c. have
2. Did you watch the boy run?
   Yes. He was very ....
   ☐ a. quick
   ☐ b. quickly
   ☐ c. noisily
3. How often .... history?
   Three times a week.
   ☐ a. you have
   ☐ b. do you have
   ☐ c. you had
4. What's wrong with Mahmud?
   He doesn't have .... books.
   ☐ a. any
   ☐ b. some
   ☐ c. a little

5. Which month is February?
It is .... month.
- ☐ a. second
- ☐ b. the second
- ☐ c. a second

6. When should they go to bed?
They should go after ....
- ☐ a. do we leave
- ☐ b. are we leaving
- ☐ c. we leave

7. Who did they speak to?
They spoke to my brother and ....
- ☐ a. I
- ☐ b. me
- ☐ c. mine

8. Where did you take Mary and .... brother?
We took them to the cinema.
- ☐ a. his
- ☐ b. hers
- ☐ c. her

9. Does he like chemistry?
No, but he must .... it.
- ☐ a. study
- ☐ b. to study
- ☐ c. studies

10. What shall we do?
I want .... tennis.
- ☐ a. play
- ☐ b. that we play
- ☐ c. to play

11. Why .... to be a nurse?
Because I like to take care of sick people.
- ☐ a. do you want
- ☐ b. you want
- ☐ c. you wanted

12. Which subject .... like the most?
I like literature the most.
- ☐ a. you

☐ b. do you
☐ c. you did

13. Whose book .... to me?
I've given you my brother's book.
☐ a. you gave
☐ b. have you given
☐ c. you have given

14. What .... at 8 o'clock?
Our first class.
☐ a. does begin
☐ b. begins
☐ c. begin

15. What .... every afternoon?
He takes his children for a short hike.
☐ a. does he do
☐ b. he does
☐ c. he is doing

16. Who .... the letter to him?"
The treasurer of the office had."
☐ a. had written
☐ b. wrote
☐ c. has written

17. Did you see Touran?
Yes. I saw her .... volleyball.
☐ a. to play
☐ b. plays
☐ c. play

18. Is she .... than her brother?
Yes, she is.
☐ a. cleverer ☐ b. as clever ☐ c. clever

19. When did he go to the village?
He went there after .... his studies.
☐ a. to finish
☐ b. that he finished
☐ c. finishing

20. When had she .... the house?
Before her guests arrived.
☐ a. swept ☐ b. sweeping ☐ c. sweeps

APPENDIX

Irregular Verbs

Present	Past	Past Participle
be (am,is,are)	was/were	been
beat	beat	beaten
bear	bore	born
become	became	become
begin	began	begun
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen

Present	Past	Past Participle
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten / got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt / learned	learnt / learned
leave	left	left
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read	read	read

Present	Past	Past Participle
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt / smelled	smelt / smelled
speak	spoke	spoken
spell	spelt / spelled	spelt / spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
sting	stung	stung
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

* لغاتی که در این فهرست هستند تنها از نظر مفهومی که در جملهٔ به کار رفته در این کتاب دارند معنی شده‌اند.

Word List

A

able	توانا
to be able to	توانستن
above	بالا
to accept	قبول کردن
adventure	ماجرا
advice	نصیحت
alert	هوشیار
all over	همه جا
alone	به تنهایی، تنها
amusing	سرگرم کننده
any more	هیچ دیگر، بیش از این
anyone	هر کسی، همه کس
approach	نزدیک‌شدن
Asia	آسیا
as	چون
as much as	به همان مقدار، به‌اندازهٔ
at once	فوراً

B

back	پشت، عقب، بازگشت
in back of	در پشت...
to be back	بازگشتن
bacteria	باکتری‌ها، میکروبهای گیاهی
based on	بر اساس
B.C. (Before Christ)	قبل از میلاد
beginner	مبتدی
believe	باور کردن
belong	تعلق‌داشتن
blind spot	نقطهٔ کور (چشم)
boil	جوشاندن
bony	استخوانی
brain	مغز
brave	شجاع
bright	درخشان، روشن
butcher	قصاب

C

camera	دوربین
camp	اردو
candle	شمع
carefully	به دقت
carry on	ادامه دادن
centimeter	سانتیمتر
chance	فرصت
chart	نمودار (وضع بیمار)، نقشه
chlorophyl (-yll)	سبزینه
choose	انتخاب کردن

coarse زبر، خشن
comfort راحتی، آسایش
contain شامل بودن
continue ادامه دادن
cost ارزیدن
course of study رشتهٔ تحصیلی
cover پوشاندن
crayon مدادشمعی
cross صلیب، به شکل صلیب
cure معالجه کردن

D

deed کردار
deep عمیق
depend on بستگی داشتن
it depends on بستگی دارد به این که...
diagram نمودار، تصویر
diploma گواهی‌نامه
directly مستقیماً
disappear ناپدید شدن
discover کشف کردن
discovery اکتشاف
disease بیماری
distinguish شناختن-تشخیص‌دادن
dress لباس پوشیدن
dynamite دینامیت

E

each هر
earth زمین
east شرق
easy آسان
educate تحصیل کردن
Egypt مصر
electricity برق، الکتریسیته
emergency اضطرار
enjoy لذت بردن از
enter وارد شدن
entrance در ورودی
equipment وسایل، تجهیزات
etc. et-cetera وغیره
everybody همه - هرکسی
everyone همه
everywhere همه‌جا، هرکجا
examination معاینه، امتحان
excited هیجان‌زده
expense هزینه
experiment آزمایش
explain توضیح دادن
explorer کاشف

F

fate سرنوشت
feel at home به‌محیط‌تازه خوگرفتن احساس راحتی کردن
female مؤنث
fertilize بارور کردن
few کم
a few کمی ، چندتا
fight جنگیدن
fighting جنگ - جنگیدن
fine نرم- گردی شکل
forest جنگل
for example مثلا
free آزاد
furniture مبل، اثاث

G

germ — میکروب، مولد بیماری
get fat — چاق‌شدن
get rid of — خلاص‌شدن
gold — زر، طلا
golden — طلایی، زرین
golden touch — هرچه لمس شود تبدیل به طلا می‌شود.
get home — به خانه رسیدن
get used to — عادت کردن به
graduating — فارغ التحصیل شدن از
great — بزرگ
greeting — سلام و تعارف در آغاز نامه
grocer — بقال
grow — روییدن

H

handkerchief — دستمال
happen — اتفاق افتادن
happiness — خوشوقتی
hard — سخت
harmful — مضر
hate — متنفر بودن
have to — مجبور بودن
heading — عنوان
health — سلامت
hear of — شنیدن ، باخبر شدن
hearing — شنوایی، شنیدن
heart — قلب
helpful — سودمند
hero — قهرمان
hide — پنهان کردن
hobby — سرگرمی، تفنن
hold — نگه‌داشتن، در دست‌گرفتن
hold out — دراز کردن(دست)، دست خود را پیش‌آوردن
hold up — نشان دادن، نگه‌داشتن
Holy Prophet(the) — حضرت‌رسول‌اکرم
hometown — زادگاه، مولد
honey — عسل
honey bee — زنبورعسل

I

idea — ایده، عقیده
I'd like — میل دارم...
illness — بیماری
image — تصویر، نقش
important — مهم
impossible — غیرممکن
in fact — در حقیقت
influence — نفوذ، تأثیر
injured — مجروح
injury — جراحت
in order to — به منظور
insect — حشره
insist on — اصرار ورزیدن
instead of — به جای
interest — علاقه
interested in — علاقه‌مند
to be interested in — علاقه‌مند بودن به...
invent — اختراع کردن
invention — اختراع
Iran — ایران
Iranian — ایرانی

J

join — ملحق شدن

job	شغل، کار

K

kill	کشتن
killing	کشتن
kilometer	کیلومتر
kindness	مهربانی
knowledge	علم، اطلاع

L

language	زبان
large	بزرگ
+ lay	تخم گذاردن
law	قانون
+ lead to	منتهی‌شدن، منتج شدن
lens	عدسی
light	روشنایی،سبك
liquid	مایع
literature course	رشتهٔ ادبیات
little	کم
a little	کمی
+ look forward to	چشم‌به‌انتظار بودن
+ look like	شبیه‌بودن
+ lucky	خوش‌اقبال

M

+ mad	دیوانه
+ make friends with	دوست شدن، دوست پیدا کردن
mail	با پست فرستادن
+ martyr	شهید
mathematician	ریاضی‌دان
matter	موضوع
It doesn't matter	مهم نیست
What's the matter?	موضوع چیست؟
maybe	شاید
mean	منظور
What do you mean?	منظورتان چیست؟
medical	پزشکی
member	عضو
merely	+ فقط
message	پیام
meter	متر
microscope	میکروسکوپ
mind	ذهن، فکر
mistake	اشتباه
modern	جدید
mold	کپک
motto	شعار
musician	موسیقیدان

N

natural	طبیعی
natural science	علوم طبیعی
nature	طبیعت
nectar	شهد
needy (the)	نیازمندان
nerve	عصب
nest	آشیانه، لانه
noble	نجیب، شریف
nobody	هیچ کس
noise	سروصدا
notice	توجه کردن

O

obey	اطاعت کردن
observation	مشاهده
observe	مشاهده کردن
offer	تقدیم کردن ـ پیشنهاد کردن
operate	جراحی کردن، عمل کردن
operation	عمل جراحی
apportunity	فرصت
ought to	باید، بایستی
own	خود، مال خود

P

palace	قصر
parallel	موازی
pass away	مردن،در گذشتن
pass by	گذشتن...
patient	مریض مورد معالجهٔ پزشک
peace	صلح
to be at peace	در آرامش بهسر بردن
penicillin	پنیسیلین
percent	درصد
philosopher	فیلسوف
philosophy	فلسفه
physician	پزشک
pick up	برداشتن، بلند کردن
plan	طرح ریختن
plant	گیاه
play	نواختن ، نمایشنامه
pleasant	لذتبخش
point	نقطه
pollen	دانهٔ گرده
poor	بیچاره
portrait	عکس، تصویر
powder	پودر
power	قدرت
precious	گرانبها
prefer	ترجیح دادن
prepared	آماده
to be prepared	آماده بودن
priest	کشیش
primary school	دبستان
problem	مسئله
pull	کشیدن

Q

quarrel	نزاع کردن
queen	ملکه
quite	کاملاً

R

railroad	راهآهن
rare	نادر
reason	دلیل
recent	اخیر
refuse	امتناع کردن
result	نتیجه
retina	شبکیه (درچشم)
return	بازگشتن
rial	ریال (واحد پول ایران)
rich	ثروتمند

S

save	نجات دادن
scholar	عالم،ادیب
scientific	علمی
scientist	دانشمند
section	بخش

sense	حس
serious	جدی
several	چندتا
sharpen	تیز کردن
should	باید
signature	امضاء
similar to	شبیه به
to be similar to	شبیه بودن به...
sincerely	ارادتمند ـ مخلص
sing	آواز خواندن
single	تنها
smell	بو، بو کشیدن
solve	حل کردن
and so on	و غیره
somebody	یک کسی
someone	یک کسی
son-in-law	داماد
special	مخصوص
specialist	متخصص
spell	هجی کردن
spelling	هجی
spot	نقطه، محل
statue	مجسمه
sting	نیش، نیش‌زدن
stop	توقف کردن
strange to say ...	جای تعجب است که بگوییم...
strike	ضربه‌زدن
substance	ماده
success	موفقیت
such	چنین
suddenly	ناگهان
suffer	رنج کشیدن
surgeon	جراح
surprise	متحیر کردن

T

teach	یاددادن
temperature	درجه حرارت بدن
temple	معبد
terrified	ترسیده
therefore	بنابراین
thousand	هزار
through	از میان
thus	این‌طور
treating	معالجه، مداوا
to treat	معالجه کردن
trick	فریب
to play tricks on	فریب دادن، حقه‌زدن
trouble	زحمت، رنج

U

ugly	زشت
unhappy	غمگین
university	دانشگاه
unknown	گمنام، نامعلوم
until	تا

V

vacation	تعطیل
vase	گلدان
vision	بینایی
visitor	ملاقات کننده
voice	صدای انسان

W

wander about	سرگردان بودن
war	جنگ
ward	بخش (بیمارستان)
wax	موم
way	راه
weapon	اسلحه
well	چاه
why	عجب، چرا
wisdom	عقل
wisely	عاقلانه
wish	آرزو داشتن
wish	آرزو
without	بدون
wonder	ندانستن، از خود پرسیدن
wonderful	شگفت‌انگیز - عالی
wrap	پیچیدن
wrong	اشتباه، غلط
What's wrong?	چی شده؟

X

x-ray	پرتو ایکس

Words added

alive	زنده
breath	نفس
breathe	تنفس کردن
cloud	ابر
evaporate	تبخیر شدن
life-support system	ماده حیاتی
mixture	مخلوط
ocean	اقیانوس
river	رودخانه
still	آرام-ساکت
stir	بهم‌زدن